Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HNC Fashion: Design and Production with Retail. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals, detailing the justification for change, to SQA for validation.

Graded Unit title: Fashion Design and Production with Retail: Graded Unit 1

Graded Unit code: F2EJ 34

Type of Graded Unit: Project

Assessment Instrument: Investigation

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Fashion Design and Production with Retail:

♦ to develop study and research skills
♦ to develop the skills to design and develop garments to a commercial standard
♦ to develop originality and innovation
♦ to develop an understanding of the construction, selection and handling requirements in the production process
♦ to introduce an understanding of quality improvement principles in the production process
♦ to equip candidates with a range of skills and competencies which will enable them to embark on a career in the fashion design, production or fashion retail industries

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F18A 34   *Fashion: Textile Technology*
F18W 34   *Fashion: Commercial Design*
FH2R 34   *Fashion Merchandising*

General information for centres (cont)

Core Skills: The achievement of this Unit gives automatic certification of the following: Problem Solving at SCQF level 5. There are also further opportunities to develop the Core Skills of Communication and Information Technology at SCQF level 6 in this Unit.

Assessment: This Graded Unit will be assessed by the use of investigation. The developed investigation should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Administrative Information

Graded Unit code: F2EJ 34

Graded Unit title: Fashion: Design and Production with Retail:
                                       Graded Unit 1

Original date of publication: March 2008

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History of changes:

Version	Description of change	Date
02	Mark percentages of 20/60/20 added to the evidence requirements.	02/11/11
03	Lapsed Unit code removed, replacement code added.	14/06/12
04	Update of Conditions of Assessment	07/08/18

Source: SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 0345 279 1000.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Fashion: Design and Production with Retail: Graded Unit 1

Conditions of assessment

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support, which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks across *all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project. This would be best accomplished by setting up a Mentoring system with candidates. Regular dates would be negotiated and agreed for candidate and tutor to meet and discuss progress. Meetings and discussions should be logged as this information will be required for assessment evidence. Deadline dates for achievement of individual stages of the project should be agreed between tutor and candidate. This type of approach will help develop time management skills and project management skills.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

♦ variables which are complex or unfamiliar
♦ relationships which need to be clarified
♦ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

♦ analyse the task and decide on a course of action for undertaking the project
♦ plan and organise work and carry it through to completion
♦ reflect on what has been done and draw conclusions for the future
♦ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Candidates will be asked to carry out an investigation in response to a brief from a 'retail client'. This could be a real client or a fictional client set up by the centre as part of the brief. The brief will require candidates to analyse client needs, provide detailed information and give conclusions and recommendations. Candidates will be required to provide evidence in response to the brief which displays knowledge of the fashion retail industry, and the elements which govern the design of garments appropriate to client needs. The response will be in a format appropriate for use in a visual presentation to the client and should show evidence of:

♦ interpretation of the brief
♦ planning the investigation
♦ investigating and gathering information in response to the brief

♦ demonstrating the ability to integrate research into a coherent format which shows evidence of evaluation of findings and can be used to communicate findings to the client
♦ preparation of a presentation to the client
♦ evaluation of the investigation

The mentoring system described under conditions of assessment should be set up at the start of the brief to ensure that candidates are on track to carry out the correct preparation for the task. Candidates are being asked to research, develop and consider diverse solutions and produce a presentation which communicates their ideas to meet the brief.

Assessors must be satisfied that responses are the work of each individual candidate and if information is researched jointly, this should be fully logged. Additionally candidates should reference all sources of information.

The presentation should be given at the developmental stage and should be to a panel consisting of a minimum of 2 people to allow interaction where appropriate. It should last approximately 10 minutes. The evaluation should include an assessment of the panel's reaction to the presentation.

The investigation topic and the scope for response should be broad enough to ensure that every candidate's submission is unique.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
Is a seamless, coherent piece of work which:	Is a co-ordinated piece of work which:
◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related	◆ has sufficient evidence for the three essential phases of the project, is produced to an adequate standard
◆ demonstrates an accurate and perceptive interpretation of the project brief	◆ demonstrates an acceptable interpretation of the project brief
◆ uses a highly focussed, planned and systematic approach to the brief	◆ is focussed and relevant to the tasks associated with the brief but lacks substantial detail
◆ demonstrates an original and imaginative approach to the key tasks of the brief	◆ demonstrates an acceptable approach to the key tasks of the brief
◆ demonstrates effective integration of knowledge, skills and understanding across a range of specialist Units (in excess of the minimum required)	◆ demonstrates adequate integration of knowledge, skills and understanding across a range of specialist Units
◆ is clear and well structured throughout, and the visuals and language used are of a high standard in terms of level, accuracy and technical content	◆ is satisfactorily structured, and the visuals and language used are of an adequate standard in terms of level, accuracy and technical content
◆ effectively consolidates and integrates required knowledge and skills	◆ consolidates and integrates knowledge, skills and understanding over the minimum number of specialist areas but may lack some continuity and consistency
◆ includes well considered and rational solutions, based on knowledge and skills gained from the Group Award and where appropriate, making reference to research findings from a number of sources	◆ includes reasonable solutions based on knowledge and skills gained on the Group Award and where appropriate, makes reference to research findings
◆ demonstrates the candidate's ability to work autonomously	◆ demonstrates independent learning with minimum support and revision during project

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A   =   70%   —   100%
B   =   60%   —   69%
C   =   50%   —   59%

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Evidence Requirements

The project consists of three stages: planning, developing and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning	Evidence of an action plan which will enable the candidate to explore the brief in a logical and organised manner, making the best use of time and resources. The plan will include: ♦ an analysis of the client brief ♦ identification of research and sources of information required ♦ a plan for managing and completing the project within a reasonable timescale ♦ identification of the most appropriate format for use in a visual presentation to the client Evidence for the above should be presented in any acceptable format and may be supplemented by oral, video or audio evidence after consultation with the assessor. If oral evidence is used, notes or a tape covering the points discussed should be kept. *The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.*

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 2 — Developing	Evidence of the candidate carrying out the project, based on their plan, through the preparation of a report and presentation which includes: ♦ an introduction ♦ an interpretation and analysis of client needs ♦ constraints and considerations ♦ relevant research sources and findings ♦ design solutions ♦ conclusions and recommendations based on analysis of information gathered ♦ mentoring feedback The report should be presented in the format of a business report, which includes a title, contents page, list of acknowledgements of sources and references. The presentation of the candidate's findings may supplement the evidence. A record of the main points discussed should be recorded or alternatively the conversations could be taped or videoed. *The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.*
Stage 3 — Evaluating	Candidates will provide an evaluation of the effectiveness of the approach adopted for each stage of the activity. The evaluation should include: ♦ a brief outline of the project and points identified for consideration ♦ a review of the action plan, with reference to any modifications made during the course of the project, or any alternative methods, which could have been adopted, identifying strengths and weaknesses of the approach taken at each stage ♦ assessment of the effectiveness of the plan with special reference to areas of research, sources of information, methods of gathering it, and best use of resources ♦ recommendations for improved methods of carrying out a similar project in future ♦ critical self-evaluation of strengths and weaknesses identified during the project, in terms of development or gaps in knowledge/ skills ♦ identification of what was learnt during the course of the Graded Unit ♦ inclusion of the results of the presentation to the panel *The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.*

Support notes

Candidates will respond to a brief from a retail client. The instructions given should give candidates the opportunity to display the knowledge, skills and understanding they have gained over as wide a range of Units as they choose, but must include the minimum 3 Units outlined in the recommended prior knowledge and skills — F18A 34 *Fashion: Textile Technology*, F18W 34 *Fashion: Commercial Design* and FH2R 34 *Fashion Merchandising*.

The brief should require candidates to analyse client needs, provide detailed information and give conclusions and recommendations. They will be required to provide evidence in response to the brief which displays knowledge of the fashion retail industry, and the elements which govern the design of garments appropriate to client needs.

Candidates' responses should be in a format appropriate for use in a visual presentation to their client. They may choose to share research material and discuss and debate possible solutions to problems that have been identified within the brief, with their colleagues. If this approach is taken it is important that oral questioning is used to ensure that essential elements are attributable to each individual candidate. It is not anticipated that candidates will have to use presentation software for presentations. They might choose, for example, to use information which they have already gathered and present it using their communication skills.

It is envisaged that this Graded Unit would be started approximately halfway through candidates' studies, with an increasing amount of time being spent towards the end of the Group Award. It should not be seen as a repeat of previous Unit assessments. It is not intended that any new knowledge or skills are taught during delivery of the Graded Unit; instead the lecturer's time will be spent discussing individual candidates' work.

Time management is an important aspect of planning, developing and evaluating a practical activity and in order to help manage time effectively, lecturers should consider setting up individual progress reviews with candidates at the start of the Unit delivery time. Lecturers may consider developing a centre pro forma to record these discussions. Such discussions or mentoring activities are an essential part of the Graded Unit and should help ensure that candidates keep to timelines and should be included in their portfolios. The grade finally achieved depends on the work submitted. It is therefore very important that the level of assistance should be fully discussed at Course Team level and any assistance given should be to clarify what candidates are required to do and should be logged in candidates' mentoring records.

Access to computers is likely to be required for accessing the internet for research activities, word processing, working with visuals and presentation software.

The Core Skill of Problem Solving at SCQF level 5 is embedded in this Unit and clearly seen in the planning, development and evaluation process. Additionally, the Core Skills of Communication and IT at SCQF level 6 are signposted. Candidates will demonstrate their communication skills in their report and in their evidence of research. They will also require to present information to show evidence of meeting the brief. This could include information researched on the internet, such as interpreting information from manufacturers' and retailers' sites.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

Each candidate is required to present a summary of their investigation, and the full development and evaluation process, as a client presentation. This is likely to be an oral presentation, although it may be in another format, such as a client board, and, while they could use presentation software, they could also base the presentation on the evidence that has been gathered throughout the investigation ie a logbook, the product and the evaluation. Additionally, candidates will have records of discussions with their lecturer which should be developed into notes. Use of visuals and appropriate software should be encouraged throughout delivery. Candidates should be encouraged throughout to use digital images as part of the evidence submitted, and to record ongoing product development. They should also be encouraged to store research results electronically.

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

General information for candidates

About halfway through your Course, you will start the Graded Unit. The purpose of this Unit is to bring together many of the different skills you have learnt throughout your Course. You will already have studied, or be in the process of studying, the following Units:

F18A 34 *Fashion: Textile Technology*
F18W 34 *Fashion: Commercial Design*
FH2R 34 *Fashion Merchandising*

This Graded Unit also reflects the main aims of the award. These are:

♦   to develop study and research skills
♦   to develop the skills to design and develop garments to a commercial standard
♦   to develop originality and innovation
♦   to develop an understanding of the construction, selection and handling requirements in the production process
♦   to introduce an understanding of quality improvement principles in the production process
♦   to equip you with a range of skills and competencies which will enable you to embark on a career in the fashion design, production or fashion retail industries

You will be asked to apply some of the skills and knowledge you have learnt in these Units to a practical investigation. As part of this Unit you will be asked to demonstrate your practical skills but you will also have to show how you planned your project, how you developed your ideas and how you evaluated what you had produced.

At the start of the Unit you will be given a client brief and you will be asked to plan and develop a response and evaluate your response and solution, just as you would for a client. The investigation will be out of 100 and you have to pass each part of the project to pass the Unit. The marks you gain for each part will be added up and you will be given a grade for the Unit. The grade you receive is based on the following:

A   =   70%   —   100%
B   =   60%   —   69%
C   =   50%   —   59%

If you pass, you will not only achieve the Unit but you will also achieve the Core Skill of Problem Solving at SCQF level 5. As you work through this Unit, you will also develop your Communication skills through discussions with your lecturer, making a client presentation and communicating your ideas; and you will develop your IT skills through researching on the internet, using presentation software, using word processing software and using digital images.

Throughout the Unit, you will meet with your lecturer who will advise you and make sure you are on the right track to complete your Unit within the given timescale.